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ABSTRACT

A summary of research on effective school characteristics as they relate to dropout prevention and recovery is presented in order to inform practitioners of the literature in this area. The summary takes the form of discussions of the following research findings: (1) there are important similarities between effective schools and successful dropout reduction programs; (2) well-designed dropout prevention and recovery efforts are complemented by improvement programs based on effective schools research; (3) high expectations for all are important--separate programs for at-risk youth can communicate reduced expectations for academic performance; (4) clear goals and objectives are characteristic of effective schools; (5) consistently administered, explicit rules for student behavior establish a successful learning environment for at-risk students and dropouts; (6) effective classroom instructional and management activities can promote teacher involvement with and responsibility for the academic performance of at-risk youth; (7) close monitoring of individual performance can provide the individualized attention that at-risk youth often require; (8) research has defined goals for effective schools, but creative implementation strategies are still needed; and (9) effective school-based improvement and dropout reduction programs are more likely to be successful when they are implemented one school at a time. (34 references) (EJS)

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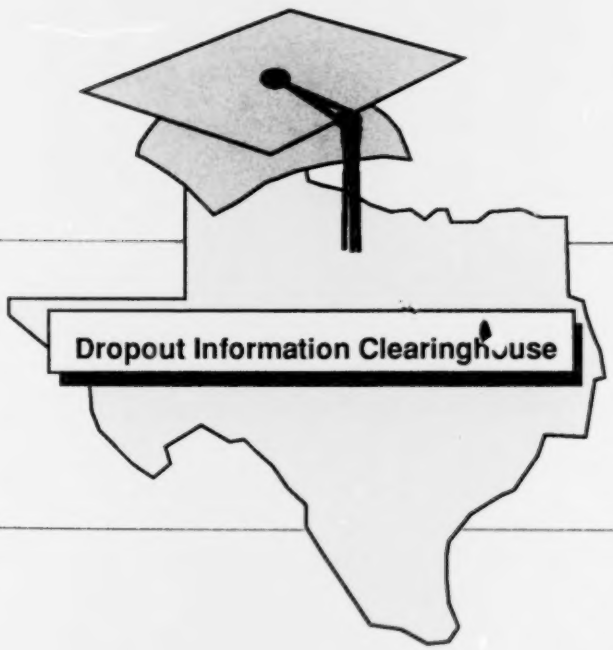
Effective Schools Research and Dropout Reduction

"Information is a Key to Dropout Prevention"



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Effective Schools Research and Dropout Reduction

Practitioner's Guide Series Number Five

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PREFACE

This document is the fifth in a series of **Practitioners' Guides to Dropout Prevention**, developed by private consultants under contract with the Texas Dropout Information Clearinghouse. The Clearinghouse, which is part of the Texas Education Agency Division of Program Planning, was established by House Bill 1010 to create an information forum for service providers who are working together in the area of dropout prevention and recovery.

The purpose of this guide, **Effective Schools Research and Dropout Reduction**, is to provide a summary of the research on characteristics of effective schools as it relates to dropout prevention and recovery. This material is presented to inform practitioners of the literature in this area, rather than to mandate local policy and programs. Effective dropout reduction programs are designed to solve specific problems and to address the needs of particular at-risk and dropout populations. Individualized assistance to meet the unique requirements of each at-risk student and dropout can only be developed and implemented at the local level. For further information or assistance, please contact the Texas Education Agency Dropout Information Clearinghouse, NHP Building, 1609 Shoal Creek Boulevard, Suite 200, Austin, Texas, 78701, (512) 463-9633; or the Texas Education Agency Division of Program Planning, 1701 North Congress Avenue, Austin, TX, 78701, (512) 463-9512.

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INTRODUCTION

Overview and Purpose of this Document

In the past, many researchers defined student academic success only in terms of the achievement of the ablest individuals. Others argued that educational success requires instilling values, providing universal literacy, and teaching basic skills competencies. Today, with more than 30 percent of the nation's young people at risk of dropping out of school, there is a growing consensus that past definitions of academic success must change.

Literature dating from the 1960s has traced an evolving line of inquiry into the educational needs and circumstances of at-risk youth, seeking to identify what can be done to provide for their scholastic success. Today much is known about what can make schools more academically effective for students from all social and economic backgrounds. This guide will explore how these techniques, processes, and procedures for enhancing achievement can be used within or in cooperation with dropout prevention and recovery programs to ensure that all students will receive a high school diploma.

The characteristics of schools that have succeeded in promoting student achievement have become the focus of a body of research and literature that features a concept known as effective schools. This philosophy has become a major foundation of campus improvement efforts. Depending on the particular research being cited, lists of effective school characteristics (or correlates) range from five to 13 or more elements. The most prevalent of these concepts are summarized in the six categories described below (SEDL, 1988):

- **Instructional Leadership**. The school leadership defines the school's mission, frames the school's goals, and communicates these goals to staff, parents, students, and community. Effective school leaders make it their business to ensure that all effective school correlates are present, promoted, and improved upon as necessary.

- **Safe, Orderly School Climate**. There is an orderly, purposeful school atmosphere free from threat of physical harm. The school climate is not oppressive. It is conducive to teaching and learning. Physical facilities are clean and attractive. Building repairs are made promptly.

- **High Expectations for Student Achievement**. Teachers believe all students can learn, enthusiastically accepting the challenge to teach them. These high expectations are conveyed to both students and parents. Grading scales and student mastery standards are developed in order to promote academic excellence.

- **Focus on Instruction**. The school's purpose is clearly focused on instruction which is understood by teachers, students, and parents. The curriculum serves as a blueprint for teaching and learning. It includes goals and objectives that present a clear picture of what students are expected to learn and how teachers can help them learn. Instruction is the basis for all major decisions made by the school administration and staff. Curriculum and instructional programs are interrelated so that school goals, grade-level and classroom objectives, instructional content and activities, and measures of academic performance are all carefully coordinated.

- **Monitoring and Measuring Progress**. Regular assessment and evaluation of students, programs, and staff provide information about whether the school is meeting its goals and whether these goals need revision. Evaluation of the school's effectiveness is based on student learning outcomes. A wealth of information about the

student population is produced by multiple assessment methods such as tests, student work samples, and mastery skills checklists. These instruments are obtained and utilized according to a well-planned schedule. Testing results are used for decision-making in order to improve both individual student performance and the instructional program.

- **Parent and Community Support**. Parents and other members of the larger community understand, support, and are involved in the basic mission of the school. They are provided with avenues or significant roles for achieving this mission.

The effective schools research, for all of its power and popularity, does have some limitations. This literature addresses the effectiveness of schools, primarily elementary schools, in terms of their ability to promote the average academic achievement of the students they serve (Good and Brophy, 1986). Additional research addresses the effectiveness of teaching and the learning characteristics of all students. This research can be helpful to those practitioners involved in planning local programs, since it explains differences in individual learning styles. The effective schools research provides a particularly appropriate context for addressing at-risk youth, because its focus is on basic skills achievement in schools with large populations of educationally disadvantaged students, and because its most reliable application is likely to be in these settings.

Many demographic characteristics that students bring with them to the educational process have been shown to correlate with academic success. For example, disadvantages such as poverty and weak English-language skills are the focus of many state compensatory education programs. However, schools still have the primary responsibility for the success of all students, regardless of any advantages or disadvantages they may bring to the learning process. Research has shown that a comprehensive approach is effective for those students most at risk -- an approach that includes emphasis on a strong academic core curriculum, and an early and continuing focus on issues related to language development, work/school linkages, social supports, and school/community ties (Asher, 1985).

Other characteristics of students, particularly student learning styles, are receiving state and national attention as a consequence of current efforts to improve academic achievement. The basic premise of the Effective Schools Movement is that all students can succeed in school if given an appropriate environment and support. An important element of this concept is the presumption that all students can learn, although in different ways and at different rates.

The idea that students learn in different ways has in fact been around for a long time. For example, research dating back to the early part of this century examined learning styles with respect to individual cognitive styles and personality differences. However, any application of this knowledge to instructional improvement has been slow. One reason for this delay appears to be that widespread recognition of the significance of differences in learning styles often took second place to the more predominant theory that intelligence determines achievement (Claxton and Murrell, 1987).

Research by E.L. Thorndike in the early 1900s did show strong correlations between student achievement and intelligence. But Thorndike's highly influential experiments involved all students receiving the same kind of instruction for the same amount of time. It was not until 1963 that John B. Carroll demonstrated sharply different results, using a variety of teaching approaches and giving students as much time as they needed to achieve content mastery. These experiments indicate that, given enough time and appropriate instructional delivery, almost any student can in fact attain mastery.

The work of Benjamin Bloom and other researchers followed, giving rise to the concept of "mastery learning," in which achievement expectations are held constant but variations in teaching methods, materials, and pacing allow all learners to achieve.

A clear implication of this research is that all students have their own individual learning styles, and that teaching can be adapted to accommodate these differences. This philosophy is at work in the effective schools correlate of "high expectations for student achievement." When the philosophy is communicated that all students can learn if given appropriate conditions and instruction, these expectations lead to increased student mastery.

Thus the accumulated knowledge from the research on effective schools and on alternative programs for at-risk youth indicates that they share substantial areas of agreement and mutual interest. Administrators of dropout reduction programs can easily integrate effective schools research into their dropout prevention and recovery strategies.

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EFFECTIVE SCHOOLS RESEARCH

Research Finding:

There are important similarities between effective schools and successful dropout reduction programs.

Effective schools are those in which all students master priority learning objectives. Research dating from the early 1970s has established that in some schools students consistently achieve at higher-than-average levels, regardless of demographic factors such as socioeconomic status. This literature shows that effective schools generally share a variety of characteristics that include:

- **Leadership**. The principal focuses on instruction and uses this focus to establish and act on all priorities in the school. This vision is communicated with and shared by all staff.

- **Climate**. Staff and students share expectations that all students can and will learn. There is a safe, orderly physical environment and students behave according to clear and fairly applied rules of conduct.

- **Classroom Instruction and Management**. There are clear instructional objectives, classroom activities are tied to these objectives, and student progress is closely monitored and evaluated.

A variety of conditions are associated with schools that experience a high dropout rate, including demographic, socioeconomic, and other school characteristics. However, it is important to distinguish between demographic characteristics of at-risk youth and school conditions that may inhibit learning. Factors that help students succeed academically have a similar impact on academic gains for all groups of students, regardless of race, ethnicity, gender, or socioeconomic status.

Variables that are associated with the failure of some schools to succeed with at-risk students include: low expectations for success, inconsistent discipline, low teacher involvement and/or accountability, inattention to individual student needs, and a low level of engagement in productive learning activities.

Some of the most powerful determinants of which students will drop out are low expectations by staff and failing grades by students, combined with student disciplinary problems. The students most at risk of academic failure are those who attend schools with little support, low expectations, and little or no curriculum focus.

The Primary Characteristics of Successful Programs for At-Risk Youth Include:

- A strong level of commitment on the part of instructional staff;

- Quality leadership;

- Small classroom size that enables close, responsive relationships between teachers and students, including monitoring and adjustment to individual student needs; and

- Fair but uncompromising discipline programs in which rules relating to offenses and consequences are clearly communicated.

Research suggests that many elements of successful dropout reduction programs reflect effective schools practices, indicating that these programs can be designed to help at-risk youth succeed within an effective schools environment.

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DROPOUT REDUCTION AND EFFECTIVE SCHOOLS RESEARCH

Research Finding:

Well-designed dropout prevention and recovery efforts are complimented, but not replaced, by improvement programs that are based on effective schools research.

School improvement and/or reform efforts, particularly those mandated by state legislatures, are frequently associated with an emphasis on academic excellence that includes increased standards for student performance. It is important in this context to note that the Excellence Movement differs from the Effective Schools Movement.

These two reform movements are similar in that each is an effort to improve schools, is focused on student achievement, is based on models that call for more orderly schools with a better focus on academics, and is designed to avoid past school practices that include inadequate expectations for student learning. But the Excellence Movement focuses primarily on secondary schools and higher-order competencies beyond basic skills, while the Effective Schools Movement has an elementary school focus and targets the development of basic skills, primarily in reading and mathematics. The Excellence Movement challenges schools to nurture students who are the "best and the brightest," while the Effective Schools Movement seeks success for all students.

Do increased academic standards make it more difficult for at-risk students to succeed in school? The research results in this area are mixed. Of Texas school districts surveyed in 1986, 43% reported an increase in their local dropout rate following the implementation of the state's academic reform legislation, House Bill 72. Researchers have also noted that sudden increases in academic standards may force marginal students to either accept the prospect of constant failure or to drop out of school (McDill, Natriello, and Palas, 1986).

However, studies have shown that when students face more challenging standards, they are also more likely to pay greater attention in class and to spend more time on homework. Absenteeism is lower in classes with higher demands on students. These findings apply for students of all ability levels. Nevertheless, increased expectations may surpass some students' abilities to succeed if additional assistance is not provided. Greater academic stratification may then occur and many less able students will have fewer options. The demanding time requirements of a more rigorous curriculum may also begin to conflict with other demands on students' time, particularly for those who must work or who have other family responsibilities.

Dropout reduction programs that include reduced academic expectations for at-risk youth may exist because it is mistakenly assumed that these individuals cannot achieve and/or should be insulated from the risk of further academic failure. It is not true, however, that most dropouts were doing poorly at the time of school departure or that all low-achieving students drop out. Research indicates that two-thirds of all dropouts have academic averages of C or better at the time of school departure, and the overwhelming majority of students who are doing poorly in school do not drop out. The answers to solving the dropout problem do not lie in reduced academic standards, but rather in changing instructional approaches in order to support learning for at-risk students. Simply increasing achievement standards without changing the conditions of classroom learning may result in more failure, but changing the ways schools are organized, the way classrooms are managed, and the way students are taught can all provide the critical conditions that will enable them to succeed.

Research has identified alterable characteristics in schools where instructional efforts are in fact targeted to support higher achievement standards. School size is one of the most important factors in student academic success. Smaller campus size is associated with fewer disorders, higher achievement, increased student participation, and greater student satisfaction with the school. Other important factors include an individualized curriculum and instructional approach, academic reward systems (learning contracts or token economies), and a strong emphasis on evaluation of student performance. The research also indicates that a clear orientation to learning is essential before individualized instruction can succeed. In other words, effective schools research has provided important elements of the formula for achieving success for all students, including at-risk students, without sacrificing academic excellence as a goal.

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HIGH EXPECTATIONS

Research Finding:

Separate programs for at-risk youth can communicate reduced expectations for academic performance. High expectations for all students help each student succeed.

At-risk youth are sometimes channeled to separate programs which communicate reduced expectations for academic performance. The effective schools literature clearly indicates that such reduced expectations are unnecessary and are likely to be detrimental to the at-risk student. Almost all students can succeed academically if they receive appropriate instruction in a supportive learning environment. Academic success is an important key for school retention as well as for a productive life after high school graduation.

In schools that are successful with at-risk students, teachers do not perceive these individuals as likely to fail. They are willing to try new strategies when existing ones don't work and expect their students to work on grade level. Reinforcement and rewards are given for achievement, ability grouping is minimized, and class time is focused on instruction. The principals in these schools take an active role in instructional issues. A commitment to high levels of achievement for all students is clear and visible.

For all of the importance of school characteristics with respect to student achievement, there is equally important evidence that school effectiveness in fact translates to effective classroom teaching. The interconnectedness of these elements has several implications. First, school personnel need clear instructional goals that provide the basis for selecting objectives, content, and materials. Second, differences should not exist in the amount of time allocated to the same course content in different classrooms. Third, the shared goals of all of the professional staff should become a greater priority than individual teacher autonomy. The expectations and activities of non-classroom specialists should also support the efforts of classroom teachers. Finally, instructional and pupil performance measures should be closely aligned.

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CLEAR GOALS AND OBJECTIVES

Research Finding:

Clear goals and objectives are characteristic of effective schools.

If students are to be involved in learning, they must experience success in school. Low self-esteem or negative self-perception is one of the most consistent characteristics of at-risk youth. Countering the perception of failure through academic success is an important element of dropout prevention and recovery.

Appropriately challenging learning experiences are a major component of effective schools. These experiences for at-risk youth should move beyond basic skills remediation. When students are confronted with meaningful scholastic challenges, they will respond positively. Success in academic achievement in turn raises student self-esteem.

Effective schools seek to maximize student achievement. Effective schools plan and coordinate a curriculum that enhances the amount of time students are actively engaged in study. At all levels of the school process (district, school, and classroom), objectives, instructional activities, materials, and assessment instruments are aligned to ensure maximum learning. Goals and objectives are shared across the school, and success is more likely because the energy and effort of school staff are channeled towards these goals.

At the secondary level, a planned, purposeful program of courses is more productive than an approach that offers many electives and few academic requirements. Because the traditional goals and objectives of some high schools may be too diffuse for at-risk youth, many of whom already suffer from a negative self-image, alternative programs or alternative schools can prove successful in terms of providing tangible goals for which these individuals can strive.

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DISCIPLINE MANAGEMENT

Research Finding:

Explicit rules for student behavior, measured against clear standards and consistently administered, establish a successful learning environment for at-risk students and dropouts.

One of the strongest criticisms of schools made by dropouts is that discipline is unfair and arbitrary. Successful dropout programs are characterized by having fair -- sometimes tough -- discipline programs. These programs provide clear guidelines about offenses and consequences.

The goal of discipline management in an effective school is to promote an academic environment that is quiet, safe, and free from distractions -- an environment that promotes learning. Clear, reasonable rules that are consistently enforced reduce behavior problems and promote student pride and responsibility. Where possible, order and discipline should be built on rewards rather than punishment.

Teachers and administrators should let students know exactly what is expected of them regarding behavior in the classroom and the school. Standards of behavior and consequences for infractions should be provided in writing, and they should be reviewed at the beginning of the school year. Standards for individual classrooms should be consistent with or identical to the campus code of conduct. Consistent, equitable discipline should be applied in a similar manner for all students, with procedures that are carried out quickly and in a manner clearly linked to offenses. Disciplinary actions should focus on inappropriate behaviors rather than being directed against students as individuals.

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CLASSROOM INSTRUCTION AND MANAGEMENT

Research Finding:

Effective classroom instructional and management activities can promote teacher involvement with and responsibility for the academic performance of at-risk youth.

The manner in which students experience school can become part of an accumulation of negative impressions that leads to a decision to drop out. The discipline issue discussed on page ten of this document is one example of this process. Teachers' communications of their expectations -- or lack of expectations -- for student success is another factor. As negative messages are compounded, they may accumulate to the point where the student faces a choice between remaining in a school that promises more of the same, or dropping out.

Some teachers may allow the low achievement of at-risk students to translate into low expectations for subsequent scholastic performance. A large number of research studies have documented how some teachers treat low- and high-achieving students differently within the same classroom. For example, these teachers may give low-achieving students less opportunity and less time to respond to questions, criticize them more frequently, praise them less often, and generally pay less attention or demand less from them. However, there is evidence that effective teachers are less likely to engage in such negative behaviors.

Teacher expectations for student achievement are often related to their own sense of competence -- whether they believe they are effective and can affect student learning. In effective schools, such attitudes predominate. Teachers accept responsibility for teaching, and reteaching if necessary, until all students master course content. They create task-oriented classroom environments that feature clear instructions, close monitoring of student behavior, and opportunities for informed choices of materials and activities.

Research has also shown that schools in which teachers are provided with encouragement and the opportunity to share ideas and experiences about issues such as teaching practices and instructional problems are schools that also promote the development of high teacher expectations. Improvement practices based on the effective schools literature furnish teachers with opportunities to learn from one another and to share problem-solving activities.

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MONITORING OF STUDENT PERFORMANCE

Research Finding:

> *Close monitoring of individual performance by classroom teachers, supported by interventions to improve learning, can provide the individualized attention that at-risk youth often require.*

At-risk students and dropouts are themselves unique human beings, each with a special set of problems and needs. A standardized approach to these individuals will not be successful. A dropout reduction program that promotes timely intervention with appropriate responses to each participant is ultimately the most effective dropout prevention and recovery strategy.

Regular monitoring of each student's activities, behavior, and performance is an essential component of individualized teaching. When instructional goals and objectives are clear, student progress can be measured and changes made to accommodate individual student needs. When the expectation is for content mastery, teachers should understand that their task is not complete until all students have learned the material: monitoring keeps this goal in focus. When the standards for classroom behavior and discipline are clear, monitoring enables teachers to reinforce and reward appropriate behavior rather than simply reacting to disciplinary infractions.

An important part of monitoring is rewarding success. Effective teachers typically provide large amounts of appropriate praise and/or other rewards for successful learning behaviors. Positive reinforcement for academic success is significantly more effective with at-risk youth than is punishment for academic failure.

In addition to supporting individual students, close monitoring of each student's progress contributes to the effectiveness of individual school programs and the school as a whole. Test results can be used to establish baseline data from which to measure a school's progress toward effectiveness. This information can also be utilized for assessing the instructional program, the objectives and materials, and the behavior of school personnel. These evaluations then inform decisions about changes needed to improve the school and its programs.

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IMPLEMENTATION STRATEGIES

Research Finding:

Research on effective schools and at-risk youth has defined goals, but creative implementation strategies are still needed.

Educators and other service providers across the nation, often spurred by legislative mandates, are designing and implementing programs or school improvement projects based on effective schools research. A wealth of resources and materials, such as handbooks, guides, and other instruments have been developed to assist in understanding and implementing effective schools concepts. Sourcebooks are also available that provide a guide to these resources. The professional journals overflow with articles on effective schools research, and new books appear on the market with clockwork regularity.

There is also a growing acceptance of the broader definition of the effective schools literature that embraces more than the original "school effects" studies, which were limited to identifying correlations between school characteristics and student achievement. Today, the literature includes "teacher effects" as well as the vast body of research on effective teaching and classroom management. The research also examines the leadership role played by administrators and takes into account the complexities of the process of bringing about change in educational organizations. A process model of school improvement based on the effective schools research has evolved and is being implemented in a variety of settings. This model suggests steps for organizing and conducting assessments, planning, and implementing changes toward achieving the conditions identified with effective schools. But it does not prescribe specific strategies for accomplishing school goals.

For all of its dynamism, the field of effective school research is still evolving. Many questions, gaps in knowledge, and opportunities remain. For administrators and other school personnel who seek to put these ideas to work in their programs, both the literature and existing models provide a useful framework. But the framework is for planning and adaptation and provides few absolutes. Effective schools research is best used to enhance professional experience and wisdom, not to replace it. This literature also provides a set of lenses through which a school can be viewed, focusing attention on a range of critical elements and the ways in which they interact on a campus at one point in time. The perceptions, beliefs, and experiences of the entire school staff should be brought to bear on interpreting such data, identifying priorities for change, and developing and implementing strategies to bring about improvement.

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CAMPUS-LEVEL IMPLEMENTATION

Research Finding:

> *Effective schools-based campus improvement programs and dropout reduction programs are more likely to be successful when they are cooperative and are adopted, adapted, and implemented one school at a time, in a manner appropriate to each setting.*

Most campus improvement programs based on effective schools research are implemented at the campus building level. Texas State Board of Education rules relating to Alternatives to Social Promotion, 19 TAC 75.195, require that district plans for at-risk students be adopted by each campus principal. Where there is a desire for coordination between dropout and effective schools efforts -- and evidence of overlapping concerns strongly encourages such coordination -- the district progam should be adapted to individual campus needs. The models for implementing effective schools-based school improvement programs provide for this coordination.

Models may vary, but effective school improvement programs share the following characteristics:

- Overall guidance is provided by leadership or planning teams, consisting of the principal, teacher representatives and other professional staff, as well as parent, community, or student representatives. The district's at-risk coordinator is an important candidate for involvement. These teams are generally responsible for assessing needs, identifying targets for improvement, developing plans, overseeing implementation, and assessing the final results.

- Planning is based on assessment procedures in which the school staff compare current practices with those identified as optimal from the effective schools research literature. On the basis of these comparisons, complemented by input of the school staff and the informed judgement of the leadership or planning team, school improvement priorities can be identified.

- This school improvement approach is systemic, involving a variety of interlocking elements over extended time, not one-shot "fixes" of individually identified problems.

- The process is supported by outside technical assistance. Schools typically do not embark on comprehensive improvement programs alone. Program assistance is available from a wide range of agencies, including local, intermediate, and state education agencies, regional education service centers, regional educational laboratories, private consultants and colleges and universities.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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